



## Gordon Elementary

926 Perry Avenue  
Dillon, S. C. 29536

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	795 Students	
<b>Principal</b>	J. B. Greene-Richardson	843-774-1227
<b>Superintendent</b>	D. Ray Rogers	843-774-1200
<b>Board Chair</b>	Fitzgerald Lytch	843-774-5454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>At-Risk</b>
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating**

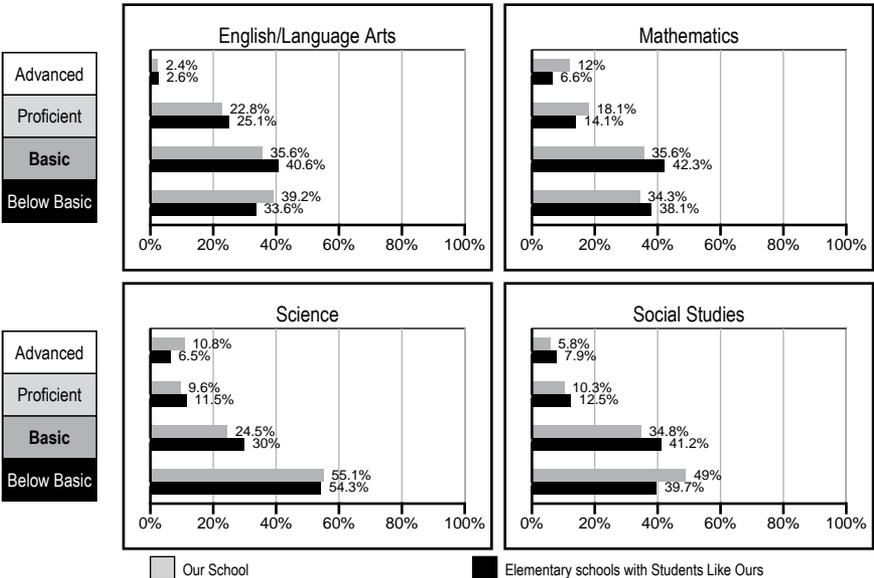
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.9%

**ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\***

Excellent	Good	Average	Below Average	At-Risk
0	3	10	56	62

\* Ratings are calculated with data available by September 30.

**Palmetto Achievement Challenge Tests (PACT)**



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

**Definition of Critical Terms**

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=795)</b>				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	4.2%	Up from 3.5%	3.1%	2.3%
Attendance rate	94.8%	Down from 95.1%	96.0%	96.3%
Eligible for gifted and talented	6.2%	Up from 5.7%	3.6%	10.4%
With disabilities other than speech	6.7%	Up from 6.2%	7.9%	7.5%
Older than usual for grade	6.7%	Up from 3.6%	1.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	54.0%	Up from 45.5%	54.5%	56.7%
Continuing contract teachers	70.0%	Down from 81.8%	70.0%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.2%	Down from 90.7%	83.2%	86.4%
Teacher attendance rate	92.2%	No Change	95.0%	94.9%
Average teacher salary	\$42,983	Up 3.2%	\$43,988	\$45,345
Professional development days/teacher	9.8 days	Down from 15.3 days	13.3 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	No Change	3.0	4.0
Student-teacher ratio in core subjects	16.4 to 1	Down from 16.6 to 1	16.6 to 1	18.5 to 1
Prime instructional time	84.5%	Down from 85.9%	89.3%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.7%	Down from 100.0%	100.0%	100.0%
Character development program	Average	Down from Good	Excellent	Excellent
Dollars spent per pupil*	\$5,253	Up 1.8%	\$8,004	\$7,052
Percent of expenditures for instruction*	69.1%	Up from 64.7%	69.0%	69.1%
Percent of expenditures for teacher salaries*	55.2%	Down from 61.6%	62.5%	64.2%

\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Gordon Elementary School experienced an exciting and successful school year. Our children have done well academically and some have ventured out and achieved in other areas. The performance of our students is to be commended.

Some of the highlights of the year included: a fifth grade female received the Lieutenant Governor's Writing Essay Award. The recognition ceremony was held in Columbia, S.C. in April. A sixth grade female student designed the official Christmas card for the City of Dillon. The Mayor presented her with a gift card. A sixth grade female student received the Governor's Citizenship Award. A ceremony was held in Columbia, S.C. in May to recognize this achievement. During the State Beta Club Convention in December a sixth grade female student won the essay contest. She will compete at the National Beta Club Convention in June at Myrtle Beach, S.C.

We are proud of our Positive Behavior in Schools (PBIS) Program. This program focuses on rewarding students for their good behavior. Those students who have no discipline referrals during a nine week grading period are rewarded with a special social. Students also have the opportunity to earn various awards weekly and monthly. This is our third year of PBIS and we aim to make it even better next year.

Our faculty/staff, students and parents continue to support our Service Learning Projects which include: Trojan Baskets, St. Jude's Children's Hospital "Math-a-Thon", and March of Dimes "Walk for Babies." We are very committed to these efforts each year.

The Lunch Buddy Mentoring Program is still a very important link in our school family. The children who benefit from this program are very appreciative to the adults who share their time with them.

We thank all of the family members who came out and supported our parenting programs. We have provided numerous opportunities for the adults to come and be a part of our school. We have had Parent Orientation, Parent-Teacher conferences, Fall Parent Meeting, PTO meetings, Family Night SLAM (Science, Language Arts & Math), Springfest, and Career Fair.

Thank you to everyone for your dedication and continued support. It has been a great year and the best is yet to come!

J.B. Greene-Richardson, Principal  
Z.Loftus, SIC President

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	200	141
Percent satisfied with learning environment	69.6%	78.5%	79.0%
Percent satisfied with social and physical environment	62.2%	72.1%	63.8%
Percent satisfied with school-home relations	31.1%	85.4%	74.8%

\* Only students at the highest elementary school grade level and their parents were included.

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## School Adequate Yearly Progress

NO

This school met 12 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

## School Improvement Status

Corrective Action

## School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	<b>The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."</b>
HOLD	<b>The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."</b>

## Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.8%	94.0%	Yes

\* Or greater than last year

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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## English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	795	99.4	38.7	35.8	23.2	2.4	33.8	34.8	48.2	No	Yes
<b>Gender</b>											
Male	427	99.1	44.2	35.7	18.9	1.2	28.4	29.1	41.7	N/A	N/A
Female	368	99.7	32.2	35.9	28.2	3.7	40.2	40.9	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	179	99.4	26	34.3	32.5	7.1	50.9	49.6	60	No	Yes
African American	561	99.5	42.8	36.1	20.2	0.9	28.1	30.1	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	27	96.3	30.8	34.6	30.8	3.8	46.2	38.8	38.4	I/S	I/S
American Indian/Alaskan	26	100	43.5	39.1	17.4	0	30.4	23.9	47	I/S	I/S
<b>Disability Status</b>											
Disabled	67	98.5	85.2	9.8	4.9	0	8.2	14.9	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	96.8	31	31	34.5	3.4	48.3	40.7	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	725	99.3	41.1	35.7	21.9	1.3	31.6	32.2	34	No	Yes

## Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	795	99.6	33.9	36.1	18	12	39	34.3	45.8	No	Yes
<b>Gender</b>											
Male	427	99.5	36.3	35.4	17.4	10.9	36.8	32.1	45.6	N/A	N/A
Female	368	99.7	31	37.1	18.7	13.2	41.7	36.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	179	99.4	18.9	32	23.7	25.4	58	52.7	59	Yes	Yes
African American	561	99.6	39	37.3	16.3	7.4	32.5	28.2	26.9	No	Yes
Asian/Pacific Islander	1	I/S	71.3	I/S	I/S						
Hispanic	27	100	15.4	42.3	19.2	23.1	53.8	42.9	38.1	I/S	I/S
American Indian/Alaskan	26	100	43.5	30.4	17.4	8.7	39.1	26.1	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	67	100	82.3	14.5	3.2	0	8.1	14.9	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	31	100	17.2	41.4	17.2	24.1	51.7	42.6	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	725	99.6	35.5	37.4	16.7	10.4	36.4	31.7	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

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## PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	547	99.6	54.5	25.2	9.6	10.7	20.3	19.7	35.7	94.8	94.1
<b>Gender</b>											
Male	297	99.7	52.8	27.6	10.3	9.3	19.7	18.7	37.4	94.2	93.4
Female	250	99.6	56.7	22.3	8.6	12.4	21	20.7	33.8	95.5	94.9
<b>Racial/Ethnic Group</b>											
White	118	100	32.1	29.5	11.6	26.8	38.4	34.1	49.2	93.8	93.6
African American	386	99.5	61.9	24.6	8.6	4.9	13.5	14.4	17	95.3	94.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	96.1	96.5
Hispanic	21	100	38.1	23.8	14.3	23.8	38.1	30.3	24.9	96.7	95.2
American Indian/Alaskan	20	100	55.6	16.7	11.1	16.7	27.8	20.6	37.4	89.1	88.4
<b>Disability Status</b>											
Disabled	50	100	81.3	18.8	0	0	0	5.1	14	94.6	93.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	24	100	39.1	21.7	13	26.1	39.1	33.3	24.4	96.5	95.1
<b>Socio-Economic Status</b>											
Subsided meals	503	99.6	58.1	24.2	9	8.8	17.7	17.5	21.1	94.7	94.2
<b>Social Studies</b>											
All Students	539	99.8	48.6	35.3	10.3	5.8	16.1	17.7	34	94.8	94.1
<b>Gender</b>											
Male	288	100	47.7	35.1	12.2	5	17.2	17.9	36.6	94.2	93.4
Female	251	99.6	49.8	35.4	8	6.8	14.8	17.6	31.3	95.5	94.9
<b>Racial/Ethnic Group</b>											
White	128	100	32.8	36.1	22.1	9	31.1	27.4	44.5	93.8	93.6
African American	371	99.7	54.7	34.6	6.7	3.9	10.6	14.7	19.1	95.3	94.5
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	96.1	96.5
Hispanic	20	100	31.6	42.1	5.3	21.1	26.3	18.9	27.5	96.7	95.2
American Indian/Alaskan	18	100	46.7	40	6.7	6.7	13.3	12.1	32.7	89.1	88.4
<b>Disability Status</b>											
Disabled	51	100	72.3	27.7	0	0	0	7.3	14.4	94.6	93.3
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	23	100	33.3	38.1	4.8	23.8	28.6	20	27.3	96.5	95.1
<b>Socio-Economic Status</b>											
Subsided meals	492	99.8	51.3	34.7	8.9	5.1	14	15.7	21	94.7	94.2

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
<b>English/Language Arts</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	259	100	33.6	38.1	24.3	4	28.3
	5	273	99.6	46.3	43.2	10.5	0	10.5
	6	271	99.6	43.8	39.5	14	2.7	16.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	290	99.3	44	31.3	22.9	1.8	24.7
	5	256	98.8	35.7	37.7	24.2	2.5	26.6
	6	249	100	35.7	39	22.4	2.9	25.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Mathematics</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	259	100	39.7	29.1	17.8	13.4	31.2
	5	273	99.6	40.1	42	14.8	3.1	17.9
	6	271	99.6	35.3	42.6	17.4	4.7	22.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	290	99.7	37.3	32.6	16.7	13.4	30.1
	5	256	99.2	32.4	37.3	16.8	13.5	30.3
	6	249	100	31.5	39	20.7	8.7	29.5
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Science</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	259	100	53.8	23.1	14.2	8.9	23.1
	5	139	99.3	66.9	23.8	5.4	3.8	9.2
	6	137	99.3	56.7	27.6	11	4.7	15.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	290	99.7	52.5	26.4	8	13	21
	5	127	99.2	53.7	23.1	10.7	12.4	23.1
	6	130	100	59.5	24.6	11.9	4	15.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
<b>Social Studies</b>								
<b>2007</b>	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	259	99.6	45.5	32.9	14.2	7.3	21.5
	5	135	100	54.7	37.5	6.3	1.6	7.8
	6	138	100	28.3	52	15.7	3.9	19.7
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
<b>2008</b>	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	290	99.7	46	40.9	9.4	3.6	13
	5	127	100	59.8	27.9	8.2	4.1	12.3
	6	122	100	43.2	29.7	14.4	12.7	27.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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